



2022

ANNUAL SCHOOL REPORT



St Philip Neri Catholic Primary School

67 Baringa Road, NORTHBRIDGE 2063

Principal: Ms Fiona Bylsma

Web: www.spndbb.catholic.edu.au

About this report

St Philip Neri Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Philip Neri (the School) seeks to educate and form our children in Catholic missionary discipleship. The School aims to create an environment in which our children are inspired to know Christ, love learning and be the best they can be.

Our challenge as educators is to build a learning community in partnership with the home and parish, modelling relationships that are built on:

mutual respect
affirmation
welcome of individual difference
collaboration
support
gratitude
service

This report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes an outline of the School's improvement journey and initiatives implemented in 2022 and improvement and initiatives planned for 2023. I hope this report will provide an insight into our wonderful school and school community.

Parent Body Message

2022 saw new and returning members join the P&F Executive Committee. Despite the uncertain start that Covid 19 brought this year, once the restrictions were lifted, the school community started back with the events. The P&F team have organised a mix of events, activities and services to our school that delivered on our priorities of:

- Becoming a more Contemporary P&F
- Developing our school community
- Raising money for the school for the benefit of our children.

Thank you to everyone who has volunteered their time in 2022, especially our Teachers & Support staff, Executives and Class Parents. P&F organised events ranged from the Kindy Tear & Tissues, Welcome Drinks, Mother's Day & Grandparents' Day Afternoon Tea, St Philip Neri Feast Day, Shrove Tuesday, Father's Day breakfast, School Disco and Christmas Party.

Special thanks to the Year 2 families for their amazing efforts in the organising and delivery of this year's Major Fundraiser – the Colour Fun Run. An extremely successful event that delivered its goals of building our school community and raising funds for the School.

As always, we are grateful to our parent community for their continuous support and thank those moving on from the school for their contributions to our school.

Student Body Message

In 2022, although many of us were still being affected by the COVID 19 pandemic, our lives at school returned to most of our usual activities. Students had many opportunities including STEM classes, Passion Projects, Genius Hour, Maths Olympiad, excursions, band and choir. Students also competed at various sporting carnivals and gala sports days.

A highlight for students was our whole school end of year music and dance performance 'Peter Pan Junior- The Musical' which took place in the Concourse Theatre at Chatswood. To be able to perform on stage again for our community was wonderful as we had missed these opportunities in the previous two years.

In 2022 our Catholic faith remained our focus and we celebrated Masses and Liturgies for Grandparents', Mother's and Father's Day, ANZAC Day, Remembrance Day and various special Feast Days. Social outreach and living our motto of 'Deeds Not Words' has been evident through the School's fundraisers to help Caritas, St Joseph's Cooroki and the communities of the Northern Rivers, St Vincent de Paul and our sister parish of Lete Foho in East Timor. The student leadership team has successfully run ice block days every Wednesday as ongoing fundraising for these worthwhile causes.

School Features

St Philip Neri Catholic Primary School Northbridge, is a Catholic systemic co-educational school. The School is a single stream primary school for boys and girls located in Sydney's Lower North Shore in the suburb of Northbridge. It is the most southern school in the Diocese of Broken Bay. The School was opened in 1925 by the Sisters of St Joseph and until 1983 was known as St Ciaran's. The name was then changed to St Philip Neri to be the same as the Parish church. The School and parish are named after St Philip Neri, an Italian humanist who was fond of holding informal prayer meetings and instructional gatherings. He was known and loved as the Apostle of Rome. The School is also steeped in the charism of Mary MacKillop that is reflected in the School's motto "Deeds not Words".

The School's vision is to respect others, embrace challenge, and celebrate diversity, reaching out to others through actions and relationships. The School offers a welcoming Christ centred community, quality teaching and learning, specialist programs - Physical Education, Library, Music and Band, access to various ICLT devices and support of students pastoral care through the PBL program. Features of the learning environment include modern classrooms with breakout spaces for small group instruction, a well-resourced library/learning centre, a sound-proof music room, an outdoor amphitheatre and a parish hall. Our administration building has been recently refurbished with the upgrading of our office, meeting room, student sick bay and staff facilities. The amphitheatre playground area includes a developmental and creative play space consisting of a sand pit, dry creek bed, sensory tunnels, blackboards, outdoor board games and the addition of playground storage for loose parts and construction materials. A basketball court and handball courts provide areas for more active play.

In 2021, students had opportunities to participate in extracurricular events and activities including:

K-6 Public Speaking competition

Maths Olympiad Australian Mathematics Competition

Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone, percussion

ICAS competitions

Lunch Clubs including, Gardening Club, LEGO Club, Drawing Club

Chess lessons

French lessons

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
84	60	38	144

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 90.60%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.30	89.70	91.60	89.50	90.90	91.20	88.80

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	16
Number of full time teaching staff	8
Number of part time teaching staff	6
Number of non-teaching staff	2

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Staff attended the ACU Mathematics Teaching and Learning Masterclass Series of Webinars. Staff completed ten hours of webinars facilitated by leading educators from AU, Sydney University and UNSW in Mathematics.

A system wide staff development day, Towards 2025 - Update on the Strategy was held to outline the Diocesan direction for 2022 and Beyond. The day included specific focus on the Learning Improvement program and The Staff Wellbeing Program.

The staff participated in a Mission Formation Day to explore and unpack the Broken Bay Diocesan Catholic Charter and its Foundational Pillars.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

At St Philip Neri Catholic Primary School we foster our Catholic values within our Christ centred community. Our school motto of Deeds Not Words, derived from St Philip Neri, is embedded into daily school life with our students encouraged to make a difference in our world through their actions.

Led by the student Social Justice and Student Representative Council leaders, the School continued to be involved in fundraising, supporting Caritas Australia through Project Compassion; and donating goods for the St Vincent de Paul Winter Appeal and hampers for the Christmas Appeal. Given the enormity of loss in the flood devastated Northern Rivers area, our school partnered to support St Joseph's Coraki, in the Lismore Diocese and supported families in that school community with generous donations of gift cards and vouchers. We also continued to support our sister parish of LeteFoho in East Timor throughout the year. Our Year Six leaders coordinated ice block days in Term One and Term Four and funds were used to sponsor a East Timorese student through their teacher training.

In 2022, SPN continued to work in partnership with our parent community and our local Parish community, the Parish of the Lower North Shore. Our year began with a Commencement Liturgy and with the Covid restrictions of the previous years easing, there were many opportunities for families to join the students and staff in a full Mass and Liturgy calendar. The school worked hard to inform and invite parents to events concerning Religious Education so that a sense of reconnection with faith education could be maintained as best as possible. The School used our weekly newsletter and Compass app to ensure communication about religious activities remained prominent. In the previous year, the colour houses were renamed, Mackillop, Ciaran, Florence and Baringa, to reflect SPN's rich Catholic history and these were displayed prominently during sporting events and gatherings throughout the year.

Students in Kinder to Year Six were also invited to take part in The Bishop's Creative Arts Awards Competition. The challenge was to create either an artwork, short film, piece of music or dance that responded to any story from the Gospels. Some grades completed this as part of their class work while other individual students responded as an area of talent and interest. A number of students at the school achieved prizes and awards for their entries, reflecting on and creatively responding to the message of Gospel scripture.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St Philip Neri offers an engaging, purposeful primary education. Our team of passionate educators deliver the curriculum through differentiated, inquiry based learning opportunities which foster collaboration, critical thinking, curiosity and a love of learning.

Information Technology is integrated across the KLAs. Classrooms have a variety of devices chrome books/laptops/iPads that are available for one-to-one work or shared group work. A class set of iPads are also available in the Learning Centre for use in the library and in Music lessons. Year 5 and Year 6 students have their own one to one device program (iPad) for their final two years of Primary School. This device is managed by the school and enables students to prepare for the 1:1 device programs they will have in High School.

The Learning Support Team supports students across all classes. MultiLit and MiniLit Programs are implemented for students in Kindergarten to Year 3 who require targeted Literacy intervention. Students with identified needs receive support within classrooms through both small group and individual intervention to assist children with their reading, comprehension and numeracy skills.

Students are given many opportunities to participate in enrichment programs to extend their learning. Some of these opportunities include Maths Olympiad, ICAS tests, debating, public speaking and the Willoughby Council Writing and Illustrating Wildlife Story Competition.

All students in K-6 participate in a Science, Technology, Engineering, Arts and Mathematics program (STEAM) with a specialist STEAM teacher and the focus is on Coding Skills and Robotics.

Specialist sport, music and library teachers work with all classes. The school also offers individual or small group instrument tuition for students in Years 3-6. There is a junior and senior band program and a school choir. Every class also participates in weekly grade sport with students taking part in activities or clinics at the school or nearby Northbridge Oval.

Staff are part of the Diocesan Collaborative Coaching Pilot Program. All fulltime teaching staff are given an additional hour release from face to face teaching to look at student data,

analyse and plan teaching and learning activities to meet students at their point of need. The focus area for Collaborative Coaching in the school is Numeracy.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	83%	52%	0%	12%
	Reading	83%	54%	0%	11%
	Writing	100%	50%	0%	7%
	Spelling	78%	48%	4%	15%
	Numeracy	48%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	64%	31%	0%	14%
	Reading	55%	39%	0%	11%
	Writing	36%	25%	0%	18%
	Spelling	82%	37%	0%	14%
	Numeracy	36%	25%	0%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

Students at St Philip Neri are guided by our Positive Behaviour of Learning (PBL) approach to student management and behaviour. At St Philip Neri, we are respectful, responsible, life-long learners. Our School Behaviour Expectations matrix outlines all the expectations that promote and develop respect and responsibility.

Our PBL system is supported by our 'mini merit' awards where students are rewarded for displaying behaviours aligned to our school expectations and strive to achieve various levels for recognition (Bronze, Silver, Gold and Platinum awards). An annual assessment of student understanding about the school rules and expectations indicates that our students and staff know and understand all PBL expectations and procedures.

The school's anti-bullying guidelines are reinforced through an annual review. The school participated in the National Day Against Bullying and also all students attended a performance by 'The H Team' a theatre production addressing themes such as inclusiveness, difference and bullying. Students also attended a performance by the Camp Quality Puppets addressing themes of difference, inclusion and compassion towards others.

To support our youngest students, a Year Six buddy is assigned to Kindergarten students when they begin school. The buddy takes care of the children as they settle into school life. Students in Year Five complete a unit of work on leadership that develops concepts of service to others as outlined in the Gospels. They are then elected into leadership positions for the following year. The children in Years Two to Year Five are encouraged to elect leaders who display qualities such as honesty, positive behaviour and encouragement of others, as well as considering students who have upheld the School motto and demonstrated active involvement in school life.

All Year Six students are elected into a leadership position in their final year of Primary School. Throughout the year they are given a number of opportunities to develop their leadership in their specific role as they organise activities or represent the school at events. Each class also elects a Student Representative Council member each term and the younger students also have opportunity to grow their leadership skills.

Through all these initiatives we aim to build students' capacity to be engaged and effective young people in our world, able to take their place in the world as a global citizen underpinned by Catholic values. This begins with behaviours and actions taken within our school community and families.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2022 all key improvements were in support of the Diocesan strategic plan 'Towards 2025' particularly in the two key domains Evangelisation and Catechesis and Student Achievement.

The following key improvements were noted:

The School implemented new Religious Education units of work in the early years. These units have a strong focus on play-based learning in order to develop deeper scriptural understanding.

Collaborative Coaching Cycles - All fulltime classroom teachers participated in weekly Collaborative Coaching cycles. The focus for Coaching Cycles is Mathematics, specifically Place Value and Multiplication. The Assistant Principal trained as the collaborative coach with teachers released for one and a half hours each week to analyse data and plan teaching tasks to meet students at their point of need.

New contemporary furniture was purchased for Years 3 and 4.

Upgraded bubblers/ bottle filling stations in playground.

Commence Upgrade of Interactive Boards in Classrooms.

STEAM classes across K-6 with Sammat Education, specialist STEAM teacher.

Priority Key Improvements for Next Year

Collaborative Coaching to continue for teachers in 2023 across K-6 with a Numeracy Focus. Class teachers to be released 1-2 hours per week to analyse student data and plan with a team to meet student needs.

Classroom learning environments will continue to be improved with the replacement of all short throw classroom projectors with High-definition panels. All panels will have Vivi software to enhance functionality and ICLT compatibility for learning.

Continued resourcing of the new English K-2 Syllabus and 3-6 syllabus is also a focus, one goal being the provision of more decodable readers.

Playground works including maintenance of soft fall and play equipment area, netting to rockery play area.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

The School uses the Tell Them From Me (TTFM) survey as the main tool in gauging parent satisfaction and providing information as to areas parents believe are going well and recommendations for improvement.

There is a high level of satisfaction with the safe, welcoming and caring environment, strong sense of community at the school. A majority of families felt included and treated fairly. Pastoral care is seen as a strength. Parents feel informed by the class teachers about their child and their learning/social development and enjoy opportunities the school provides to participate in school events.

Parents were very positive about the values and morals reflected and taught at the School.

Student satisfaction

In 2022 Years 4-6 students completed the Student Outcomes and School Climate Tell Them From Me (TTFM) online survey. This survey covered a range of areas including Social and Emotional Learning and Drivers of Student Outcomes.

Students reported positive relationships with their teachers and have high expectations for success. They acknowledge their teachers as being helpful when learning is challenging and feel they have a voice. There was a positive response to feeling safe and happy at school. They enjoy seeking out opportunities for leadership and participating in Leadership like the Buddy Program and Student Representative Council. Students see these opportunities and responsibilities as important to their growth and development. Students value the teaching and expectation of having a 'growth mindset'. Students enjoy, and are actively engaged in, school sports and extracurricular activities.

In summary our students reported that they receive quality instruction, experience positive relationships, have high expectations for success and feel happy and supported at school.

Teacher satisfaction

The Tell Them From Me (TTFM) survey and a combination of professional learning evaluations and dialogue, incidental observations and comments all indicate a high level of teacher satisfaction. Teachers indicated that the school provides opportunities for everyone to share views and opinions and that relationships between staff and families are respectful and responsive.

Teacher satisfaction was also evident with regard to the Collaborative Coaching Pilot program. Collaboration and support was rated highly particularly in relation to sharing strategies and suggestions for supporting student learning although some teachers felt their workload had increased with Collaborative Coaching with more assessment required between sessions.

Teachers also expressed support for the Professional Learning direction of the School in Numeracy and the additional ACU Masterclass sessions throughout the year that assisted their professional needs in Numeracy.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,188,978
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$314,875
Fees and Private Income ⁴	\$690,393
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$621
Total Income	\$2,194,868

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$18,625
Salaries and Related Expenses ⁷	\$1,751,933
Non-Salary Expenses ⁸	\$675,128
Total Expenditure	\$2,427,061

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT